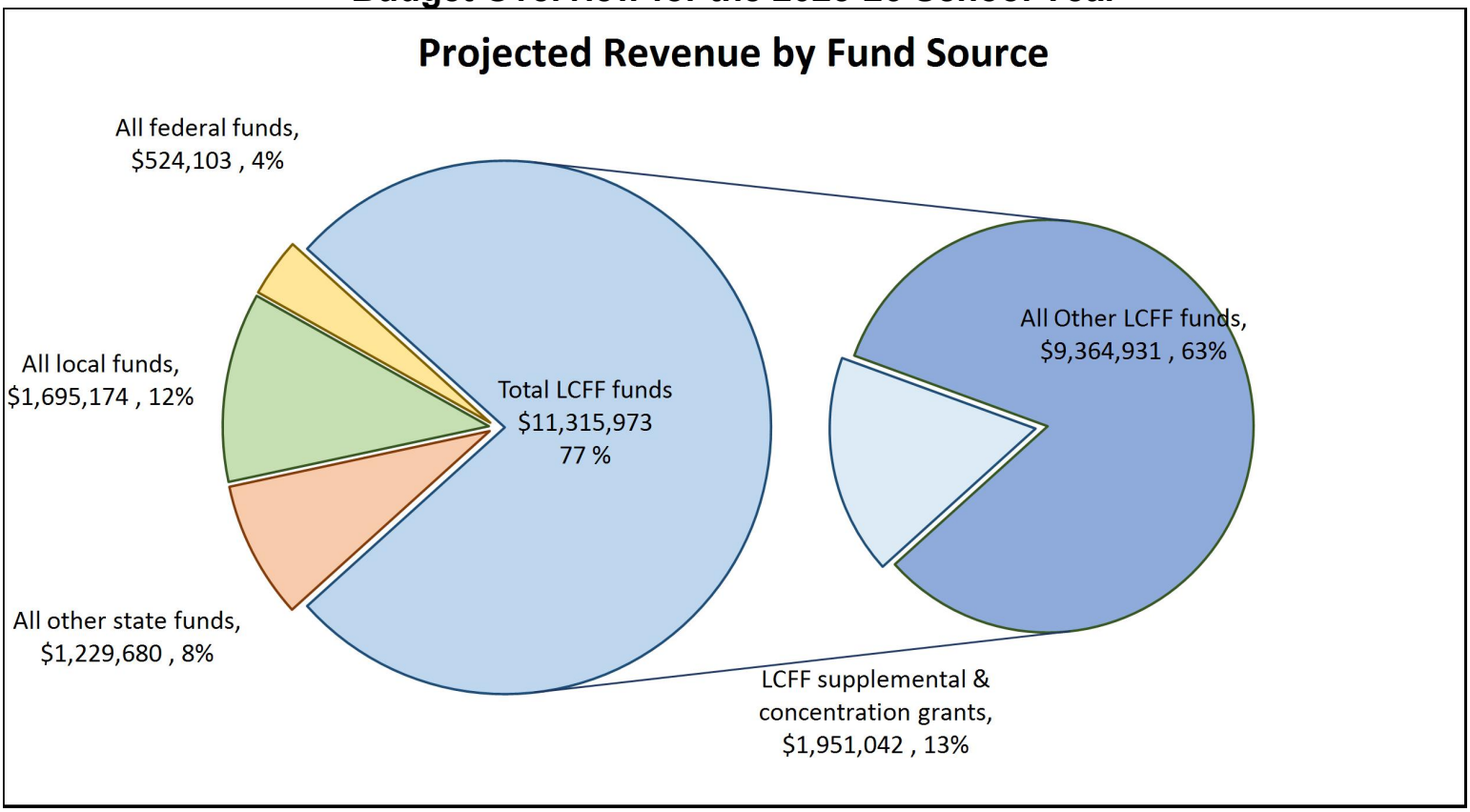
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: The Preuss School UC San Diego
CDS Code: 37683383731189
School Year: 2025-26
LEA contact information:
Dr. Helen V. Griffith, Superintendent
Dr. Matthew Steitz, Prinicpal
msteitz@UCSD.EDU

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2025-26 School Year

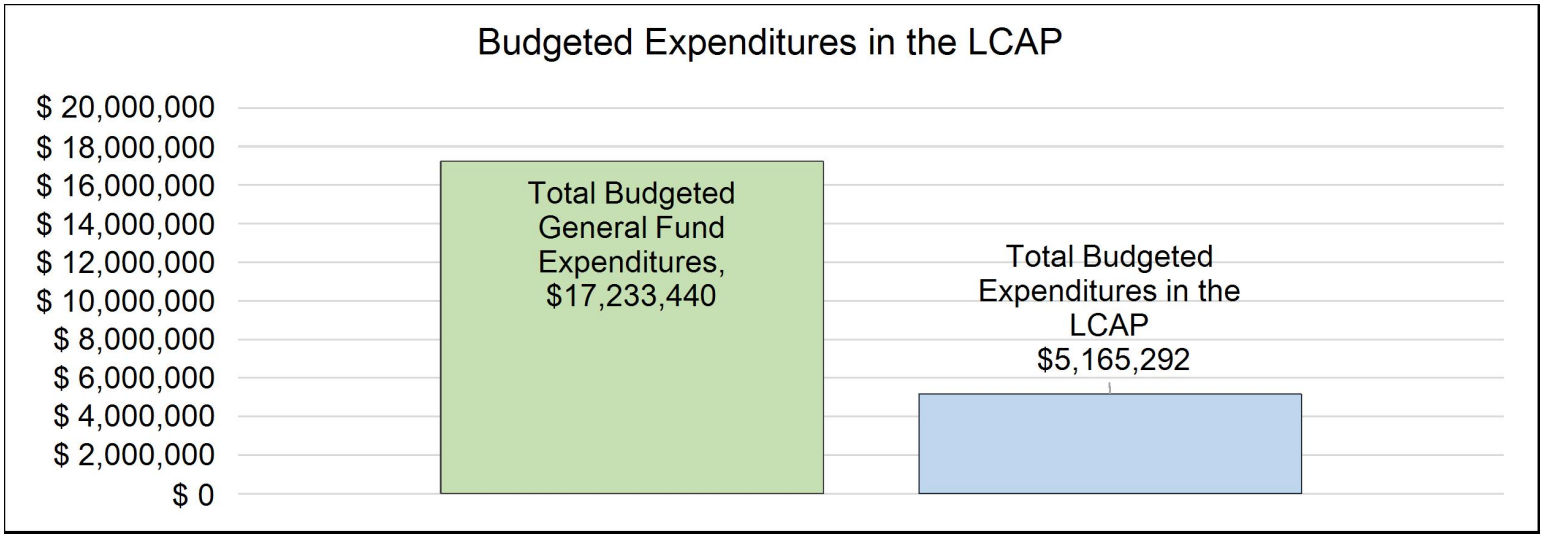


This chart shows the total general purpose revenue The Preuss School UC San Diego expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for The Preuss School UC San Diego is $14,764,930, of which $11,315,973 is Local Control Funding Formula (LCFF), $1,229,680 is other state funds, $1,695,174 is local funds, and $524,103 is federal funds. Of the $11,315,973 in LCFF Funds, $1,951,042 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much The Preuss School UC San Diego plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: The Preuss School UC San Diego plans to spend $17,233,440 for the 2025-26 school year. Of that amount, $5,165,291.88 is tied to actions/services in the LCAP and $12,068,148.120,000,001 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

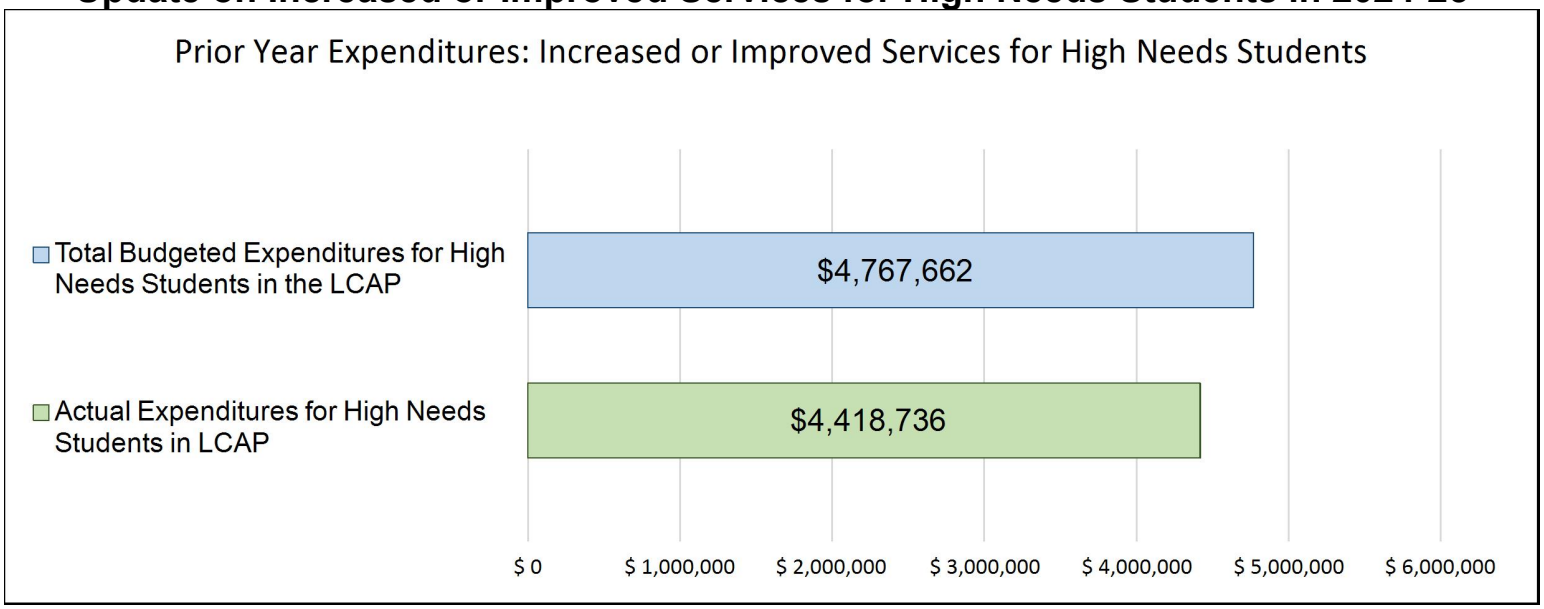
Remaining faculty and staff salaries, benefits, books and supplies, equipment, travel, insurance, utilities, gas, water, facilities management, professional and consulting services, communications, scholarships.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, The Preuss School UC San Diego is projecting it will receive $1,951,042 based on the enrollment of foster youth, English learner, and low-income students. The Preuss School UC San Diego must describe how it intends to increase or improve services for high needs students in the LCAP. The Preuss School UC San Diego plans to spend $4,835290.88 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what The Preuss School UC San Diego budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what The Preuss School UC San Diego estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, The Preuss School UC San Diego's LCAP budgeted $4,767,662.00 for planned actions to increase or improve services for high needs students. The Preuss School UC San Diego actually spent $4,418,736.30 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $348,925.7,000,000,002 had the following impact on The Preuss School UC San Diego’s ability to increase or improve services for high needs students:

Selected facilities projects were put on hold in anticipation of completing them with bond funding should the school be granted a land lease from the University of California.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
The Preuss School UC San Diego	Dr. Helen V. Griffith, Superintendent Dr. Matthew Steitz, Prinicpal	hgriffith@UCSD.EDU

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

The Preuss School UC San Diego is a public charter school founded in 1999, aimed at providing a rigorous college preparatory education to scholars from socioeconomically disadvantaged families. These scholars come from all over San Diego Unified boundaries and a few from outside. Located on the UC San Diego campus, it offers scholars from grades 6 through 12 access to various educational opportunities, including research, internships, and cultural events. With a scholar body of approximately 850, Preuss is dedicated to preparing its first-generation college-bound scholars for success in higher education and beyond through a single-track, college prep curriculum and supportive programs like the seven-year advisory program. Not being a community school, the school's culture mimics that of a commuter school. The core of The Preuss community is built through its extensive Preuss University Preparatory Class or Advisory. When scholars enter Preuss, they are placed with a cohort, and each cohort is assigned the same teacher for each subsequent year. The relationship between parents, teachers, and scholars grows from this source.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

The Preuss School has a detracked curricular pathway, which means that scholars of varying abilities are taught in the same classrooms rather than being separated into tracks based on their perceived ability. This approach aims to provide all scholars access to a rigorous curriculum and the opportunity to prepare for college-level coursework. Despite this detracking, the number of scholars taking Advanced Placement (AP) exams in core courses at The Preuss School has remained steady. Various supports and department tutoring programs support our detracked curricular pathway and the LCAP provides resources for these supports. In preparation for the foreseeable struggles of our scholars returning from the pandemic, beginning in 2022, The Preuss School started a two-pronged approach to providing additional support for scholars struggling with literacy and numeracy. Modeled after the Educational Specialist position, we have created a Literacy Specialist and a Numeracy Specialist position. Through the use of a universal screener and multiple measures, we have identified scholars needing intensive skill-building to succeed. The two specialists pull groups of scholars for these intense skill-building sessions while working with other scholars in a workshop model. Along with these additions came the implementation of Fastbridge Assessments in ELA and Math. These assessments are now given three times a year, and data can be used as metrics for goal setting moving forward. The Literacy Specialist began in 2022-2023, and the Numeracy Specialist started in 2023-2024. Two successful programs are the 6th-grade Swimming program and the 6th-grade Camp program. Capitalizing on our proximity to the UC San Diego Swim Facilities, we have created a program where all our 6th-grade scholars rotate through swim instruction. The program concludes with a beach day at the end of the year. We have now completed our second year, where our 6th-grade scholars will attend a 6th-grade Camp offsite in the mountains of San Diego.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

The Preuss School UC San Diego was identified for Additional Targeted Support and Improvement (ATSI) in 2022-2023, concerning its scholars with disabilities. This identification underlines areas requiring focused attention and enhancement, specifically in academics, chronic

absenteeism, and suspension rates within this subgroup. Such a designation emphasizes the importance of inclusive education and marks a pivotal step toward reevaluating and reinforcing support systems. By addressing these targeted areas, The Preuss School aims to foster an environment where every student, regardless of their challenges, has equal access to opportunities for growth, learning, and success. This initiative reflects a broader commitment to educational equity and the continuous improvement of student welfare and academic achievements. The Preuss School has been given the opportunity to work with the San Diego County Office of Education for support with this work. Together we are collecting data around our area of concern at satellite, map, and street level. We will be attending support meetings where we will continue with a root cause analysis of our data. It is our hope to develop systemic changes that can be incorporated into the 2024-2025 LCAP (Foundation for Scholar Transformation, F4ST, - The Preuss School strategic plan).
Our 2023-2024 dashboard data showed growth for our scholars with disabilities in all areas. Therefore, we are no longer in ATSI for SWD performance. With the addition of the new subgroup Long-term English Learners, Preuss has re-entered ATSI. We have begun working with the County Office again in a process to identify root causes and create action steps for us to put in place for the 2025-2026 school year.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

At The Preuss School UC San Diego, we are committed to fostering a culture of inclusivity and transparency. We recognize the importance of solid communication between our school, scholars' families, and the broader community. As part of this commitment, we pledge to strengthen our efforts by implementing various measures. These include ensuring all communications, particularly those concerning scholar progress, core documents, notifications, and resources, are accessible to all community members. This emphasis on inclusivity and transparency is at the core of our operations and ensures everyone in our community is involved and informed. At The Preuss School UC San Diego, educational partner engagement is fundamental to the LCAP development process. The Preuss School actively consults with teachers, principals, administrators, other school personnel, parents, and students to ensure their voices are heard and that their insights help shape the plan. This process includes empowering all school departments (faculty and staff) to establish goals and activities (the creation of our strategic plan - Our Foundation for Scholar Transformation (F4ST). Within our schoolwide professional development time (every Friday for 105 minutes), departments are asked to align their goals with the current LCAP goals and share new goals and activities outside the LCAP goals. This allows the group to elevate common goals across departments to become a schoolwide LCAP goal or revise LCAP goals. The Preuss School engages parents with the LCAP in various ways. Time is taken during the PTA Executive Committee meetings for the principal to share the status of the development of the LCAP and share the goals. The Executive PTA Committee comprises the PTA Leadership and PTA committee members.
Members include parents of scholars with disabilities, a parent of a scholar experiencing homelessness, and parents of scholars in the English Learner program. The Executive PTA Committee meets with the Administration, voting parent PTA members, faculty, and scholars to provide feedback and collaborate with the principal on the presentation of the development of the LCAP during the General PTA meeting. Suggestions and comments are recycled back to the school’s professional development group and incorporated into goals or actions at the appropriate level. A similar process is followed when the LCAP is shared with the school’s ELAC committee. The LCAP is developed and brought to the School Site Council. Parents sit on this committee and vote on approval. Comments and suggestions made by the School Site Council are returned to the professional development group and incorporated into goals or actions at the appropriate level. At The Preuss School UC San Diego, our scholars are integral to developing the LCAP. They actively participate in the School Site Council and Board of Directors, providing feedback that shapes the plan. We also plan to share the LCAP development through an ASB full council with

representation from all advisory classes. This structure provides more leadership roles across the campus and ensures that all scholars have a platform to provide feedback. We are committed to ensuring that every scholar's voice is heard and valued in developing our school's future. Starting in the 2024-2025 school year, the administration sends a community newsletter called Preuss Positive via Parent Square. The newsletter contains a “feedback” button. Parents are taken to a form where they can give feedback. The Parent Square program allows parents to leave feedback in their native language, which is translated for the administration to read.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Building a Culture of Community and Collaboration - We will recruit, hire, develop, and retain team members who exemplify our values and ensure our ability to achieve our mission. We will coordinate and organize our time collaborating together to ensure our ability to achieve our mission.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal directly aligns with key metrics in the LCAP, including: Staff retention rates, professional development participation, staff survey data on school climate and collaboration, stakeholder engagement outcomes, and instructional coherence and implementation of initiatives.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percentage of scholars reporting they feel connected to the school. Data source: 2024-2025 CHKS (Table A6. 4-6 & 9-12)	6th - 57% 7th - 49% 8th - 52% 9th - 58% 10th - 60% 11th - 60% 12th - 66%			Middle school connectedness in each grade level >55% High school connectedness in each grade level >64%	
1.2	Percentage of scholars who perceive school as very safe or safe. Datasource: 2023-2024 CHKS(Table A8.1-6-8 & 9-12)	6th - 65% 7th - 52% 8th - 57% 9th - 57% 10th - 72% 11th - 57% 12th - 80%			Average 67% across all grade levels with a standard deviation of<3.0	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	Number of parents participating in parent survey data. Source: 2023-2024 LCAP parent survey results.	Just over 200 parents participated in the survey			Increase number of parents participating in the survey to >50% of parents	
1.4	Chronic Absenteeism Rate DataQuest	15.3% Preuss School Chronic Absenteeism rate 2023-2024			Reduce the chronic absenteeism rate to <5%	
1.5	Attendance Rate DataQuest	The average days absent for the Preuss School was 11.2 for 2023-2024			Lower average days absence to below 5.0	
1.6	Faculty and Staff Retention Rate	2023-2024 16 out of 47 teachers did not return for the following year. 66% faculty retention rate. This did included 5 interns.	As of 5/19/2025 we anticipate a 79% retention rate. with 10 expected openings.		Increase the faculty retention rate to over 85%	Compared to 2023-2024 the retention rate improved by 13%.
1.7	Counseling staff"s role in promoting equity and access: Family engagement participation rates in counselor workshops and/or resource events.	New goal for 2025-2026				

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The 2023-2024 school year was a baseline year. The selection of metrics was based on data that showed areas of concern. Once meterics were selected, brainstorming on how to move metrics created interventions and program that began to be implemented in 2024-2025.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The Attendance Coordinator instituted a positive reward system for attendance rates through the scholars advisory classrooms. Advisory classes were recognized for high attenance rates and individuals with perfect attendance were also recognized.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

The target for year 3 outcome for Attendance rate was changed from a percentage to an average day target.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Expand the use of Aperture with all middle school being the targeted grades.	Aperture Software, through its Aperture Education platform, plays a significant role in supporting social and emotional learning (SEL) in schools. Aperture provides the Devereux Student Strengths Assessment (DESSA) suite of strength-based assessments, designed to measure scholars' social-emotional competencies in self-awareness, self-management, personal responsibility, decision-making, social awareness, relationship skills, goal-directed behavior, and optimistic thinking. This allows educators to understand and build upon scholars' strengths and areas for	$3,937.50	Yes

Action #	Title	Description	Total Funds	Contributing
		development. Aperture offers a package that includes research-based strategies and targeted intervention programs. These are not just generic programs but are specifically aligned with the results of the DESSA assessments. This individualized approach ensures that the support provided to scholars is data-driven and tailored to their unique needs, making them feel understood and supported. Engagement and Motivation: The platform includes a scholar-facing portal that captures scholar input and offers gamified activities. This approach engages scholars and motivates them by allowing them to track their progress and compare their strengths and weaknesses. The platform encourages scholars to take an active role in their development by fostering a sense of ownership over their personal growth. Aperture also focuses on educator empowerment by providing online professional development resources. These resources help educators effectively integrate SEL into their teaching practices and create positive classroom environments that support all aspects of scholar development. The platform offers robust reporting features that help educators make strategic decisions about SEL implementation within their schools. This systematized approach promotes continuous improvement and alignment with educational goals. By integrating these tools and resources, Aperture Education helps schools measure, strengthen, and support scholars' and educators' social and emotional competence, contributing to a more holistic educational environment.		
1.2	Create a Positive Behavior Interventions and Supports Program	As a dedicated educational institution, The Preuss School UC San Diego is committed to developing a vibrant Postive Behavioral Interventions and Supports (PBIS) program that enhances our core mission of empowering scholars to thrive in a challenging academic environment. This commitment is rooted in our dedication to providing a comprehensive, enriching educational experience that meets the diverse needs of our scholars and prepares them for success in higher education and beyond.	$4,000.00	Yes
1.3	Improve communication,	At The Preuss School UC San Diego, we recognize the importance of strong communication between our school, our scholars' families, and the	$49,328.61	Yes

Action #	Title	Description	Total Funds	Contributing
	externally and internally.	broader community. As part of our ongoing commitment to inclusivity and transparency, we pledge to strengthen our efforts by implementing various measures. These include ensuring all communications, particularly those concerning scholar progress, core documents, notifications, and resources, are accessible to all community members. Key aspects of our commitment include: Increased Translation Services: We are dedicated to expanding the availability of translation services to ensure that all essential communications are accessible in the primary languages spoken within our community. This initiative aims to eliminate language barriers hindering a family's ability to support their student's educational journey. Enhanced Digital Platforms: We plan to improve our digital communication platforms to make them more user-friendly for non-English speakers. This will include multilingual support on our website, parent portals, and mobile communication apps. Regular Updates and Notifications: We will provide regular updates and notifications in multiple languages, ensuring that all families stay informed about school events, policy changes, and essential resources available to them and their children. Community Engagement and Feedback: Recognizing the importance of feedback in the improvement process, we will actively seek input from parents and community members on how to better meet their communication needs. Communication of scholar progress, programs, and status: Ensuring that all scholars and families receive grade reports and have access to the Aeries portal for tracking progress. Ensure all scholars and families involved in programs like Learning Services (Special Education) or Multilingual Learners (English Learners) are notified of their status. They know the goals set for the year within the program.		

Action #	Title	Description	Total Funds	Contributing
1.4	Counseling staff"s role in promoting equity and access	Counselors role: Focus on removing barriers for students from underrepresented groups to ensure equitable access to all academic and extracurricular opportunities. Provide tailored family engagement programs to help families navigate the education system and support college-bound scholars. Promote inclusive policies that address the unique challenges faced by sscholar who are Multilingual Learners, low-income, or the first in their family to attend college. Advocate for equitable resources and additional support for scholars facing financial or social-emotional hardships. Goal is to close opportunitiy gaps for first-generation college-bound scholars and to foster an inclusive, equitable school environment where all scholars feel supported and valued.	$82,500.25	No Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	High-Quality Teaching and Learning – All scholars, including Multilingual Learners (English learner), Long-term Multilingual Learners, and scholars with disabilities, at The Preuss School UC San Diego will demonstrate growth towards meeting or exceeding standards in all core subject areas, including English, Social Science, Math, and Science. We are dedicated to providing targeted support to ensure equitable opportunities for success for all scholars.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Utilizing the comprehensive data in the 2023 Dashboard Report, this goal builds upon current performance levels in core academic areas to ensure continuous and measurable improvement in scholar outcomes. English Language Arts (ELA): Current Performance: scholars are performing 23.5 points above the standard, indicating strong proficiency in ELA. Target: Continue to enhance and innovate teaching strategies to maintain or improve the current performance level, ensuring that at least 70% of all scholar groups either maintain or exceed this benchmark. Mathematics: Current Performance: scholars are 36.4 points below the standard, showing a significant area for improvement. Target: Implement targeted interventions, including personalized learning plans and enhanced math tutoring programs, to reduce this deficit by 50% and improve performance for all demographic groups, particularly English learners and scholars with disabilities who are notably underperforming. Science: Similar challenges as in Mathematics, given the STEM relationship. Target: Develop and deploy a science curriculum enhancement plan that includes professional development in Next Generation Science Standards and increased scholar engagement through hands-on experiments and science fairs. Social Science: Social Science performance often mirrors trends in ELA due to their shared reliance on critical thinking and comprehension skills. Target: Expand resources and support for Social Science education to elevate understanding and application of historical and civic concepts, aiming for performance improvements parallel to ELA's.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percent of scholars in grades 6-8 and 11 who meet or exceed standards in ELA, with emphasis on the Scholars with Disabilities, English Learners, and LTEL subgroups. Data Source: California Assessment of Student Performance and Progress (CAASPP)	2022-2023 All scholars who met or exceeded standards 62.03% Long Term Multilingual Learners (LTELS) scholars who met or exceeded standards 8.89% Socioeconomically Disadvantaged scholars who met or exceeded standards 62.18% Multilingual Learners (English Learners) scholars who met or exceeded standards 13.58% Scholars with Disabilities who met or exceeded standards 9.38%	2023-2024 All scholars who met or exceeded standards 62.52% Long Term Multilingual Learners (LTELS) who met or exceeded standards 4.17% Socioeconomically Disadvantaged who met or exceeded standards 61.73% Multilingual Learners (English Learners) who meet or exceeded standards 5.08% Scholars with Disabilities who met or exceeded standards 24.14%		2026-2027 All scholars who meet or exceed standards 70.0% Long Term Multilingual Learners who meet or exceed standards (LTELS) 20% Socioeconomically Disadvantaged who meet or exceed standards 70.0% Multilingual Learners (English Learners) who meet or exceed standards 25% Scholars with Disabilities who meet or exceed the standards, 35%	2022-2023 / 2023-2024 EAll scholars who met or exceeded standards increased 0.49% Long Term Multilingual Learners (LTELS) scholars who met or exceeded standards decreased 4.72% Socioeconomically Disadvantaged scholars who met or exceeded standards decreased 0.45% Multilingual Learners (English Learners) scholars who met or exceeded standards decreased 8.5% Scholars with Disabilities who met or exceeded standards increased 14.76%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Points Above/Below Standard in ELA in grades 6-8 and 11 with emphasis on the Scholars with Disabilities, English Learners, and LTEL subgroups. Data Source: California Assessment of Student Performance and Progress (CAASPP), California Dashboard	2022-2023 All scholars +23.5 points above standard Socioeconomically Disadvantaged scholars +23.9 points above standard Multilingual Learners (English Learners) scholars -33.6 points below standard Scholars with Disabilities -112.9 points below	2023-2024 All scholars 26.6 points above standard Long Term Multilingual Learners (LTELS) 87.2 points below standard Socioeconomically Disadvantaged 24.4 points above standard Multilingual Learners (EL) 26 points below standard Scholars with Disabilities 80.1 points below standard		2026-2027 All scholars 50 points above standard Long Term Multilingual Learners (LTELS) 10 points above standard Socioeconomically Disadvantaged 40 points above standard Multilingual Learners (EL) 10 points above standard Scholars with Disabilities 10 points above standard	2022-2023 / 2023-2024 All scholars 3.1 point increase Long Term Multilingual Learners (LTELS) -87.2 points below standard (baseline) Socioeconomically Disadvantaged 0.5 points increase Multilingual Learners (EL) 7.6 points increase Scholars with Disabilities 32.8 points increase
2.3	Percent of scholars in grades 6-8 and 11 who meet or exceed standards in Math, with emphasis on the Scholars with Disabilities, English	2022-2023 All scholars who met or exceeded standards 36.09% Long Term Multilingual Learners (LTELS)	2023-2024 All scholars who met or exceeded standards 38.51% Long Term Multilingual		2026-2027 All scholars who met or exceeded standards were 50.0%	2022-2023 / 2023-2024 All scholars who met or exceeded standards increased 2.42%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Learners, and LTEL subgroups. Data Source: California Assessment of Student Performance and Progress (CAASPP)	scholars who met or exceeded standards 0% Socioeconomically Disadvantaged who met or exceeded standards 36.76% Multilingual Learners (English Learners) scholars who meet or exceeded standards 6.58% Scholars with Disabilities who met or exceeded standards 3.23%	Learners (LTELS) who met or exceeded standards 0% Socioeconomically Disadvantaged who met or exceeded standards 38.23% Multilingual Learners (English Learners) who met or exceeded standards 1.69% Scholars with Disabilities who met or exceeded standards 6.66%		Long Term Multilingual Learners (LTELS) 10% Socioeconomically Disadvantaged who meet or exceeded standards 50.0% Multilingual Learners (English Learners) who meet or exceeded standards 20% Scholars with Disabilities who meet or exceeded standards 20%	Long Term Multilingual Learners (LTELS) scholars who met or exceeded standards remained at 0% Socioeconomically Disadvantaged scholars who met or exceeded standards increase 1.47% Multilingual Learners (English Learners) scholars who met or exceeded standards decreased 4.89% Scholars with Disabilities who met or exceeded standards increased 3.43%
2.4	Points Above/Below Standard in Math in grades 6-8 and 11 with emphasis on the Scholars with Disabilities, English Learners, and LTEL subgroups.	2022-2023 All scholars -36.4 points below standard Socioeconomically Disadvantaged scholars	2023-2024 All scholars 28.9 points below standard Long Term Multilingual		2026-2027 All scholars are 10 points above standard Long Term Multilingual	2022-2023 / 2023-2024 All scholars 6.9 point increase Long Term Multilingual

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: California Assessment of Student Performance and Progress (CAASPP), California Dashboard	-35.8 points below standard Multilingual Learners (English Learners) scholars -93.5 points below standard Scholars with Disabilities -169.8 points below	Learners (LTELS) 145.9 points below standard Socioeconomically Disadvantaged 30.0 points below standard Multilingual Learners (EL) 77.8 points below standard Scholars with Disabilities 110.1 points below standard		Learners (LTELS) 10 points above standard Socioeconomically Disadvantaged 20 points above standard Multilingual Learners (EL) 10 points above standard Scholars with Disabilities 10 points above standard	Learners (LTELS) -145.9 points below standard (baseline) Socioeconomically Disadvantaged 5.8 points increase Multilingual Learners (EL) 15.7 points increase Scholars with Disabilities 59.7 points increase
2.5	Percentage of scholars who perform at the Well-Developed level of language proficiency for Summative ELPAC DataSource: Summative ELPAC	2022-2023 All Multilingual learner (EL) scholars - 34.43% Level 4 (Well Developed)	2023-2024 All Multilingual learner (EL) scholars - 15.91% Level 4 (Well Developed)		2026-2027 All Multilingual learner (EL) scholars - 50% Level 4 (Well Developed)	2022-2023 / 2023-2024 All Multilingual learner (EL) scholars - Level 4 (Well Developed) decreased 18.52%
2.6	Percentage of scholars performing in the Well-Developed level area for each of the four domain areas (Listening, Speaking, Reading, Writing)	2022-2023 Listening 23% Speaking79% Reading26% Writing23%	2023-2024 Listening 16% Speaking 59% Reading 26% Writing 17%		2026-2027 Listening 45% Speaking 95% Reading 50% Writing 45%	2022-2023 / 2023-2024 Listening decreased 7% Speaking decreased 20%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	DataSource: Summative ELPAC					Reading remained the same 23% Writing decreased 6%
2.7	Percent of scholars in grades 8 and 12 who meet or exceed standards in Science, with emphasis on the Scholars with Disabilities, English Learners, and LTEL subgroups. Data Source: California Science Test (CAST)	2022-2023 All scholars who met or exceeded standards 38.61% Long Term Multilingual Learners (LTELS) scholars who met or exceeded standards 0% Socioeconomically Disadvantaged scholars who met or exceeded standards 37.44% Multilingual Learners (English Learners) scholars who met or exceeded standards 0% Scholars with Disabilities who met or exceeded standards 15.79%	2023-2024 All scholars who met or exceeded standards 39.65% Long Term Multilingual Learners (LTELS) who met or exceeded standards N/A% Socioeconomically Disadvantaged who met or exceeded standards 38.23% Multilingual Learners (English Learners) who met or exceeded standards 0% Scholars with Disabilities who met or exceeded standards 13.33%		2026-2027 All scholars who met or exceeded the standards by 50% Long Term Multilingual Learners (LTELS) who met or exceeded standards 50% Socioeconomically Disadvantaged who met or exceeded standards 50% Multilingual Learners (English Learners) who meet or exceeded standards 50% Scholars with Disabilities who met or exceeded standards 30%	2022-2023 / 2023-2024 All scholars who met or exceeded standards increased 1.04% Long Term Multilingual Learners (LTELS) scholars who met or exceeded standards did not met the number to qualify for a resutl N/A% Socioeconomically Disadvantaged scholars who met or exceeded standards decreased 0.79% Multilingual Learners (English Learners) scholars who met or exceeded standards remained 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Scholars with Disabilities who met or exceeded standards decreased 2.46%
2.8	Percent of scholars in grades 8 and 12 who meet or exceed standards in Science, with emphasis on the Scholars with Disabilities, English Learners, and LTEL subgroups. Data Source: California Science Test (CAST), California Dashboard	2022-2203 No Dashboard Data	2023-2024 (baseline for dashboard results) All scholars 7.9 points below standard Long Term Multilingual Learners (LTELS) 28.4 points below standard Socioeconomically Disadvantaged 8.2 points below standard Multilingual Learners (EL) 19.7 points below standard Scholars with Disabilities 23.3 points below standard		2026-2027 All scholars are 25 points above standard Long Term Multilingual Learners (LTELS) 10 points above standard Socioeconomically Disadvantaged 25 points above standard Multilingual Learners (EL) 10 points above standard Scholars with Disabilities 10 points above standard	No comparision data for the CAST on the Dashboard.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.9	Counseling staff's role in supporting scholar academic achievement, AP course enrollment and performance, percentage of scholars achieving proficiency status in core subjects, and graduation and UC/CSU eligibility rates.	New for 2025-2026				

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

During the 2023-2024 school year, The Preuss School was identified for Differentiated Assistance for the performance of the scholars with disabilities subgroup in areas of ELA and Math. Working with the Numeracy and Literacy Specialist we were purposeful in placing scholars into support classes where the specialist could work more closely with them throughout the year. Working with the Learning Services Coordinators we were sure to redesign math and language goals with in the IEP to use metrics gathered by the Numeracy and Literacy Specialist.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

We have seen improvements in the CAASPP and Dashboard scores for the Scholars with Disabilities subgroups, however the need to track the scholars within grade level cohorts still needs to be a focus for the system. While we do not test with the CAASPP in grades 9 and 10, we are still in need of good date to ensure progress over this time.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Metrics were cleaned up to include the subgroups of focus and goals were reevaluated and adjusted. Metrics for the CAST (Califorina Science Test) were added with the same subgroups included.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Literacy and Numeracy Programs	The Preuss School started a two-pronged approach to providing additional support for scholars struggling with literacy and numeracy. Modeled after the Educational Specialist position, we have created a Literacy Specialist and a Numeracy Specialist position. Through the use of a universal screener and multiple measures, we have identified scholars in need of intensive skill-building to become successful. The two specialists pull groups of scholars for these intense skill-building sessions while working with other scholars in a more workshop model.	$338,054.39	Yes
2.2	Provide a high-quality, rigorous English Language Arts Program for all scholars.	The department's goal for the English program is to provide a high-quality, rigorous ELA curriculum that empowers scholars to become critical thinkers, effective communicators, and lifelong learners. By prioritizing scholar engagement, academic rigor, technological integration, and professional collaboration, we are dedicated to ensuring that all students have the opportunity to excel in English Language Arts and achieve their full potential.	$1,164,597.49	Yes
2.3	The Preuss Social Science department will develop capable citizens who are empowered with the knowledge, skills, and attitudes to make informed and responsible decisions in a diverse and interdependent world.	The department goal of The Preuss Social Science Department is to develop capable citizens who are empowered with the knowledge, skills, and attitudes to make informed and responsible decisions in a diverse and interdependent world. By prioritizing historical understanding, critical thinking skills, civic engagement, and global awareness, we are dedicated to preparing our students to be active participants in shaping a more just and equitable society.	$910,204.68	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	Provide a high-quality, rigorous maths program for all scholars.	The Math department is dedicated to providing a high-quality, rigorous math program that equips all students with the mathematical knowledge, skills, and mindset necessary for success in an increasingly complex and interconnected world. We are committed to empowering our students to excel in math and become confident, lifelong learners by fostering academic excellence, promoting mathematical thinking, and embracing innovation.	$944,165.12	Yes
2.5	Provide a high-quality, rigorous science program for all scholars.	The Preuss Science department is committed to providing a high-quality, rigorous science program that empowers all students with the knowledge, skills, and attitudes necessary to thrive in a rapidly changing world. We aim to prepare our scholars by fostering scientific curiosity, critical thinking, and a commitment to lifelong learning to be informed, engaged citizens and future leaders in science and technology.	$980,527.22	Yes
2.6	Counselors role in scholar academic achievement.	Role of counselors: Implement culturally responsive socio-emotional learning (SEL) programs tailored to first-generation college scholars needs. Provide one-on-one and group counseling to help scholars manage stress, overcome challenges, and build resilience. Facilitate workshops on time management, mindfulness, and managing academic pressure. Provide ongoing support for scholar navigating social-emotional barriers related to being from low-income or underrepresented backgrounds. Aligned goals for The Preuss School: Develop well-rounded scholars with the emotional resilience needed to thrive in rigorous academic and social environments. Foster a positive school culture that supports scholar well-being.	$82,500.25	No Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Creating School Structures That Allow for The Development of Scholar-Centered Systems At The Preuss School UC San Diego, we are dedicated to creating school structures that prioritize and facilitate the development of scholar-centered systems. Our overarching goal is to cultivate an environment where every scholar feels valued, supported, and empowered to take ownership of their learning journey. Central to this goal is establishing structures that prioritize our scholars' needs, interests, and aspirations. We recognize that each scholar is unique, with their strengths, challenges, and goals, and it is our responsibility to create systems that honor and celebrate this diversity. We aim to create a scholar-centered culture where the principle of putting scholars first guides every decision, policy, and practice.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The Preuss School UC San Diego prioritizes the development of personalized learning pathways that meet each scholar's unique needs, interests, and aspirations. We recognize that traditional, one-size-fits-all approaches to education are not sufficient for meeting the diverse needs of our scholars and are committed to providing personalized learning experiences that cater to individual strengths, interests, and learning styles. Through data-driven decision-making, ongoing assessment, and differentiated instruction, we strive to ensure that every scholar receives the support and resources they need to thrive academically, socially, and emotionally. In alignment with our school-wide goal, we prioritize ongoing professional development and capacity-building efforts to support educators in creating scholar-centered systems. We provide opportunities for educators to deepen their understanding of scholar-centered practices, collaborate with colleagues, and reflect on their teaching to continuously improve and refine their instructional practices. Additionally, we invest in resources, technology, and infrastructure that support the implementation of scholar-centered systems and create a conducive learning environment for all scholars.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Number of scholar study teams (SST) meeting held Data Source: Counselor records	2024-2025 data is the baseline for this metrics			Increase the number of SST meetings to be equivalent to the number of scholars earning below a 2.0 GPA.	N/A
3.2	Number of suspensions and expulsion Data source: Aeries Scholar Information System	2022-2023 suspension rate for all scholars 3.12%	2023-2024 suspension rate for all scholars 5.5%		Reduce suspension rate to lower than the State and below 2%	
3.3	Modernization of facilities Data source: room utilization and numbber and status of meetings held around the modernization project.	2023-2024 open rooms by block 1/1, 2/2, 3/4, 4/2, 5/1, 6/0, 7/1, 8/4 Meetings began around the fesibility of a lease agreement to make Preuss eligible for bond funds	2024-2025 open rooms by block 1/3, 2/4, 3/4, 4/4, 5/3, 6/2, 7/3, 8/7 The Preuss School is working with San Diego Unified, UC San Diego and RNT Architects to begin longterm planning.		Have a long-term facilities upgrade plan with architectural plans complete.	We have been able to utilize our rooms more efficiently this school year. We have multiple rooms available during each of the blocks. Long term planning has entered the wish list phase as we meet and brainstorm facility upgrades.
3.4	Scholar attendance at tutorial opportunities Data source: tutorial records	2024-2025 will be the last year of the ARC program at Preuss. After-school tutoring number: Scholars	During the 2024-2025 school year, a data-driven decision was made to explore the effects of one-to-		During the 2024-2025 school year, school data was analyzed around our tutoring program, focusing	Our after-school numbers for scholar attendance decreased slightly (100 fewer)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		utilized the after-school tutorial 1,186 times during the 2023-2024 school year.	one tutoring further. . Our after-school numbers for scholar attendance decreased slightly (100 fewer) compared to 2023-2024.		on math. The conclusion was that 1:1 tutoring, in person or virtual, was significantly more effective in producing the desired scholar outcomes. Moving forward, our target goal is establishing a system that provides scholars one-on-one tutoring across different subjects.	compared to 2023-2024. Our baseline numbers for one-to-one tutoring were:
3.5	Scholar participation in extracurricular activities, including, but not limited to, sports, clubs, internships, voluntary field trips, dances, and other school activities. Data source: program records				Establish academically focused clubs in STEM, increase scholar participation in spirit events, and establish a strong sports offering across all three seasons.	
3.6	Counselors role in a scholar centered approach to college and career readiness measuring college acceptance rates, percentage of scholars completing FAFSA?CADAA applications and scholar	New for 2025-2026				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	and parent participation in college readiness workshops and internships.					

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Goal 3, focused on creating school structures that allow for the development of scholar-centered systems, was implemented as planned during the 2023–24 academic year. No major differences emerged between the intended actions and the actual execution of those actions. The school concentrated on initiatives including modernization projects, increasing access to scholar support systems, developing restorative practices, and fostering greater scholar agency and engagement through extracurricular and tutorial opportunities.
Adjustments were made to more closely tie the metrics and desired outcomes for Goal 3 to data from internal dashboards that monitor scholar engagement, participation in support services, and outcomes related to attendance, behavior, and academic performance. These refinements are expected to enhance the school's ability to monitor progress and tailor supports effectively in the coming year.
Despite unexpected post-pandemic shifts, the school successfully carried out Goal 3 actions, adjusted to scholar needs in real time, and laid a foundation for more data-aligned, responsive scholar-centered systems in 2024–2025.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The specific actions taken under Goal 3 have shown moderate effectiveness in progressing toward the development of scholar-centered systems. Key indicators—such as increased participation in extracurricular activities, expanded usage of tutorial supports, and steady progress on campus modernization—suggest that scholars are gaining greater access to resources designed to promote ownership of their educational experience.

The implementation of restorative practices contributed to a more positive school climate, although full integration remains a work in progress due to varying staff readiness and training needs. Similarly, the expansion of scholar support systems like Scholar Study Teams (SSTs) helped identify needs earlier and more holistically, yet gaps in consistency and follow-up limited the impact in some cases.

Overall, while the actions undertaken were largely effective in building foundational components of scholar-centered systems, further alignment of practices, professional development, and tracking systems will be essential for sustaining and scaling these gains.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Several important changes have been made to the planned goal, metrics, target outcomes, and actions under Goal 3 for the upcoming year, based on analysis of implementation outcomes and stakeholder feedback from the 2023–2024 school year:

The school has updated its metrics to better reflect actionable indicators of scholar engagement and support system effectiveness. Metrics will now be more directly tied to internal dashboard data, including SST referrals, participation in scholar support systems, and tutorial engagement. These refinements will enhance the ability to monitor progress and inform timely interventions.

A major change has been made to the structure of the tutorial program. Previously implemented as a classroom-based model, the tutorial system is shifting to a one-to-one format—available both in-person and virtually—to provide more personalized and flexible academic support. This change addresses limitations in the previous group-based format and is intended to:
Improve the quality and responsiveness of academic interventions.
Expand access for scholars with scheduling or transportation constraints.
Ensure that support is directly aligned with each scholar's specific learning needs and goals.

Continued feedback emphasized the need for more robust professional development in restorative practices. In response, the school will increase staff training on conflict resolution, facilitation of restorative circles, and integration of restorative approaches into daily practice. This is intended to build consistency and sustainability across the campus.

Facilities improvements will continue with a focus on expanding full-capacity teaching spaces and equipping classrooms with flexible, scholar-centered resources. These updates are designed to support collaborative, personalized learning environments.

These changes are grounded in lessons learned from prior practice and reflect a strategic shift toward more personalized, equitable, and data-informed scholar support systems that align with the school's broader mission and values.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Begin modernization projects throughout the campus.	Improving classroom facilities, increasing instructional space through utilization plan	$400,000.00	Yes
3.2	Provide transportation to the campus because of the importance of being on the UC San Diego Campus.	Create plans for busing segments of the school population from the campus to the community.	$22,836.00	No
3.3	Increase the usage of scholar support systems	Identify various scholar support systems and determine baseline usage and scholar outcomes related to the service. track scholar participation and outcomes.	$597.40	Yes
3.4	Continued development of restorative practices in response to high suspension data on the California Dashboard.	Educate Staff and scholars: Provide training for teachers, administrators, and scholars on restorative practices. This includes understanding the principles of restorative justice, learning how to facilitate restorative circles, and integrating these practices into daily interactions and disciplinary actions. Policy Reform: Review and revise school policies to support restorative practices over traditional punitive approaches. This may involve rewriting codes of conduct to prioritize mediation and reconciliation and setting clear guidelines for when and how restorative practices should be used. Dedicated Resources: Allocate resources specifically for developing and maintaining restorative practices. This could include hiring staff trained in restorative justice, such as coordinators or counselors, and providing ongoing professional development for existing staff. Create Restorative Spaces: Designate physical spaces Within schools that are conducive to restorative meetings, such as peace rooms or mediation centers. These spaces should be welcoming and designed to facilitate open, respectful communication. Community and Parental Involvement: Engage parents and community members in restorative practices, training, and activities. This helps extend The principles of restorative justice beyond the school and into the community, creating a more supportive environment for scholars.	$20,579.97	Yes

Action #	Title	Description	Total Funds	Contributing
		Scholar Leadership: Empower scholars by involving them in the planning and implementation of restorative practices. scholar-led initiatives can include peer mediation programs or scholar councils focused on conflict resolution. Regular Assessment and Feedback: Implement a system for regularly assessing the effectiveness of restorative practices and gathering feedback from scholars, staff, and the community. Use this data to make informed adjustments and improvements. Collaboration and Networking: Connect with other schools and organizations using restorative practices. This can facilitate the exchange of ideas, experiences, and resources and provide mutual support. Pilot Programs: Start with pilot projects in select classrooms or grades to test the effectiveness of specific restorative approaches. Expand these practices school-wide based on the results and lessons learned from the pilot. Msibility and Communication: Regularly communicate the goals, processes, and successes of restorative practices to all school stakeholders through newsletters, meetings, and social media. This helps build support and understanding across the school community.		
3.5	Counselors role in a scholar centered approach to college and career readiness		$82,500.25	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Supporting the Whole Scholar through a Multi-Tiered System of Supports. The Preuss School UC San Diego is deeply committed to supporting the whole scholar - academically, socially, emotionally, and behaviorally- through a Multi-Tiered System of Supports (MTSS). Our overarching goal is to create a nurturing and inclusive learning environment where every scholar can thrive and reach their full potential. Central to this goal is establishing structures that prioritize our scholars' needs, interests, and aspirations. We recognize that each scholar is unique, with their strengths, challenges, and goals, and it is our responsibility to create systems that honor and celebrate this diversity. We aim to create a scholar-centered culture where the principle of putting scholars first guides every decision, policy, and practice.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Central to this goal is implementing a Multi-Tiered System of Supports (MTSS) framework, which provides a comprehensive and integrated approach to meeting the diverse needs of all scholars. MTSS is designed to provide a continuum of supports that are responsive to the varying needs of scholars, ensuring that every scholar receives the appropriate level of support to succeed academically and socially. At the universal or Tier 1 level, we prioritize implementing evidence-based practices and strategies that promote a positive school climate, social-emotional learning, and academic success for all scholars. This includes fostering a culture of respect, belonging, and inclusion, implementing school-wide behavior expectations and routines, and providing high-quality instruction that meets the needs of diverse learners. Additionally, we recognize that some scholars may require additional supports beyond what is provided at the universal level. At the targeted or Tier 2 level, we provide additional interventions and support to scholars at risk for academic or behavioral difficulties. This may include small group interventions, targeted instruction, mentoring programs, or socialÂ-emotional learning interventions to address specific needs and challenges. Furthermore, we offer intensive or Tier 3 individualized support for scholars with more intensive or persistent needs. This may include one-on-one counseling, behavior intervention plans, academic tutoring, or specialized instruction to address complex needs and barriers to learning. These supports are tailored to each scholar's unique needs and strengths and implemented in collaboration with families, educators, and support staff. In addition to academic and behavioral support, we prioritize the social-emotional well-being of our

scholars through comprehensive mental health services and support. This includes access to school counselors, social workers, and other mental health professionals who provide individual and group counseling, crisis intervention, and social-emotional learning curriculum to promote positive mental health and well-being for all scholars. In alignment with our school-wide goal, we prioritize ongoing professional development and capacity-building efforts to support educators in implementing a Multi-Tiered System of Support (MTSS). This includes training on evidence-based practices, data-driven decision-making, and collaboration strategies to effectively meet the diverse needs of all scholars. Additionally,

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	First and fifth block tardy data and possible scholar outcomes Data source Aeries	2023-2024 Block 1 had a 3.5% tardy rate Block 5 had a 3.9% tardy rate	2024-2025 Block 1 has a 4.6% tardy rate to date Block 5 has a 5.5% tardy rate to date		Reduce the tardy rates for blocks 1 and 5 to below 1%	2024-2025 Increased the tardy rate for block 1 by 1.1% Increased the tardy rate for block 5 by 1.6%
4.2	Delivery of high-quality instruction to all scholars with the expectation of meeting grade-level standards. Data source: Use of the Criteria of A High-Quality Task Chart	2023-2024 we began work with the SDCOE to develop the instructional lense of our MTSS programing. 2024-2025 we did not get any mommentum on moving forward with the use of the High-Quality Task Chart	Work around MTSS has continued in the area of PBIS and instruciton. Action items will be added to support implementation in both areas.		To create an everyday use of the High-Quality Task Chart and have data to inform instructional support. To create a middle school PBIS program that is used consistently across all middle school programming in an effort to support classroom productivity and behavior.	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.3	Attendance Rate DataQuest	2023-2024 School Wide 11.2 days average absent Data Source: DataQuest Attendance rates: 6th - 96% 7th- 95% 8th - 95% 9th - 95% 10th - 95% 11th - 95% 12th - 94% School Wide - 95% Data Source: Aeries Attendance Summary Report	2024-2025 School Wide Average absent by da7 (TBD) Attendance rates: (as of 5/14/2025) 6th - 97% 7th - 96% 8th - 96% 9th - 96% 10th - 95% 11th - 96% 12th - 95% School Wide - 96% Data Source: Aeries Attendance Summary Report		Maintain an attendance rate above 95% within each grade level and school-wide. Be able to focus on subgroups: EL (Multilingual Learners), LTELS, & SWD to track their attendance to keep their attendance rate over 95%	2024-2025 We saw an increase in our attendance rate across all grade levels except the 10th grade. School-wide, our attendance rate improved. As subgroup data is accessible, we want to see EL (Multilingual Learners), LTELS, & SWD numbers.
4.4	Suspension Rate Data Source: California Dashboard	2022-2023 Overall suspension rate: 3.2% SWD: 12.8% suspended at least one day/increase of 6% EL(Multilingual Learners): 4.2% at least one day/increase of 0.7%	2023-2024 Overall suspension rate: 5.5% increase of 2.3% SWD 5.6% suspended at least one day/decrease of 7.2%: EL(Multilingual Learners): 10.6% suspended at least one day/increase of 6.4% LTEL: 11.6% suspended at least		Reduce the school-wide suspension rate to below 2.0% Including the SWD, EL(Multilingual Learners), and LTEL subgroups.	2024-2025 DATA: TBD From 2023 to 2024 Overall suspension rate increased by 2.3% EL(Multilingual Learners) increased by 6.4% SWD decreased by 7.2% LTELs baseline is 11.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			one day/increase of 7.9%			
4.5	Scholars participate in extracurricular activities, including but not limited to sports, clubs, internships, voluntary field trips, dances, and other school activities. Data source: program records	2023-2024 Number of Athletic teams: 15 Number of Participants: 172 Data Source: Civil Rights Data Collection ASB data: TBD College Workforce Coordinator data: TBD	2024-2025 Number of Athletic teams: TBD Number of Participants: TDB Data Source: Civil Rights Data Collection ASB data: TBD College Workforce Coordinator data: TBD		Determine our participation in various extracurricular activities to determine patterns and possible changes to the level of support scholars receive.	N/A
4.6	Parent participation data Data source: events	2023-2024 Preuss Volunteer Coordinator data collection 1,586.98 hours of parent participation	2024-2025 Preuss Volunteer Coordinator data collection 1,528.7 hours of prent participation as of 5/14/2025		Increase the hours of parent participation to greater than 2,000. We will break down participation into activities so we can determine participation in academic-related opportunities, culture-building activities, and PTA meetings.	2024-2025 It appears that our parent participation numbers are remaining at a level just under 1,600 hours.
4.7	Counselors role in the soccio-emotional develpment of schoalrs as measured by	New for 2025-2026				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	imporvements in schoalr self-reported socio-emotional wellness survey scores, reductions in chronic absenteeism and deciplinary incidents, and increaesed participation in SEL workshops and mental health counseling					

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

During the 2023–24 school year, The Preuss School UC San Diego began the implementation of all planned actions under Goal 4. The goal centered on developing a robust Multi-Tiered System of Support (MTSS) to holistically support scholars academically, socially, emotionally, and behaviorally. Key strategies included building structures to support scholars' unique needs and aspirations across Tier 1 (universal supports), Tier 2 (targeted interventions), and Tier 3 (intensive individualized interventions). While full implementation commenced, the direction of MTSS shifted notably due to technical assistance provided by the San Diego County Office of Education. Originally focused more heavily on social-emotional development, MTSS efforts were redirected toward a stronger emphasis on instructional improvement and academic supports.

There were no major deviations from the planned actions; however, the implementation was influenced by several substantive contextual adjustments:

Redirection of MTSS focus: Originally intended to focus on social-emotional learning, the program emphasis shifted toward academic instruction in response to county collaboration. Tier 1 implementation across all classrooms began, but consistent usage of tiered interventions (especially Tier 2 and 3) varied across departments.
Professional development and data analysis cycles were not as uniformly embedded as anticipated due to shifting schoolwide priorities and time constraints.

Challenges Experienced:
Limited staff capacity to support individualized Tier 3 interventions.
A need for greater alignment between instructional teams and support staff around MTSS procedures.

Disproportionate needs among scholars with disabilities and English Learners created pressure to adapt interventions beyond what had been scoped.

Successes Experienced:
Progress in defining and documenting tiered interventions schoolwide.
Increased collaboration with external partners (e.g., SDCOE) helped clarify MTSS instructional strategies and align them with school improvement plans.
The use of universal screeners (e.g., Fastbridge) for identifying needs in literacy and numeracy supported targeted intervention planning.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Overall, the actions taken under Goal 4 laid a critical foundation for future MTSS success but were only partially effective in fully meeting the goal in 2023–24. The shift toward instructional integration was a strength, but variability in implementation across behavioral, emotional, and family engagement domains highlighted the need for clearer systems, training, and accountability. The planned refinement of metrics and alignment with Differentiated Assistance efforts in 2024–25 will be essential to improving the effectiveness of these supports.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Changes were made to use suspension data due to dashboard performance in this area. Baseline data descriptions have been change to use data being collected on a regular basis, and to include a focus on sub groups of concern.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	School-wide use of the tiers of instruction / intervention in the MTSS framework 2024-25	MTSS is designed to provide a layered approach to student support, including varying intensities of interventions based on student needs. Here are key strategies for expanding MTSS in a school: Tier 1 - Universal Interventions: Strengthen Tier 1 interventions, the core educational methods that all scholars receive in the classroom. Enhance curriculum	$400.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and teaching strategies to be more inclusive and effective for a diverse scholar population. Tier 2 - Targeted Group Interventions: Expand and refine Tier 2 interventions designed for groups of scholars who need more support than that is provided in Tier 1. Ensure these interventions are seamlessly integrated into the school day without stigmatizing scholars. Tier 3 - Intensive Individualized Interventions: Develop robust Tier 3 interventions for scholars who need individualized support. This may involve more specialized personnel and resources and should include personalized plans closely monitored for effectiveness.		
4.2	Counselors role in the socio-emotional development of scholars.		$82,500.25	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$1,951,042	$

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
17.241%	0.000%	$0.00	17.241%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Expand the use of Aperture with all middle school being the targeted grades. **Need:** In 2023-2024, scholars with disabilities were in the orange category for chronic absenteeism on the dashboard. English Learners (Multilingual Learners) and socioeconomically disadvantaged scholars were in the yellow category. The connection data across grade	Attendance is the cornerstone of academic success and all scholars will benefit from a schoolwide focus on improving attendance. School connectedness is esential in building academic success as well.	Chronic Attendance data, Attendance rates, and consistancy in the assigning of Preuss University Prep teachers (Advisory faculty). California Health Kids Survey data around the topic of school connectedness.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	levels, as shown in the California Health Kids Survey, is lower than we'd like. **Scope:** LEA-wide Schoolwide		
1.2	**Action:** Create a Positive Behavior Interventions and Supports Program **Need:** In 2023-2024, the school's suspension rate was yellow; scholars with disabilities were in red, English Learners (Multilingual Learners) were in orange, and socioeconomically disadvantaged scholars were in yellow. **Scope:** LEA-wide Schoolwide	A PBIS program will motive all scholars by focussing on the positives that are occuring around campus and will provide a perfect companion to our restorative practices.	School safety as measured with the California Healthy Kids Survey
1.3	**Action:** Improve communication, externally and internally. **Need:** Communication regarding the programs scholars participate in—and the goals established within those programs—needs improvement to ensure that parents, teachers, and scholars are aligned in supporting each scholar's progress.	Providing information in the home language will benefit the entire community while supporting our unduplicated pupils.	School connectedness as measured by the Californina Healthy Kids Survey

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide Schoolwide		
1.4	**Action:** Counseling staff"s role in promoting equity and access **Need:** Ensure that all scholars and famililes are prepared for acceptance to a four-year college or university. **Scope:** LEA-wide Schoolwide	The Preuss School services low-income, first-generation scholars and threfore provides services for all scholars.	Reduction in opportunity gaps across socio-economic and demographic groups. Family engagement participation rates in workshops or resource events. Feedback from annual surverys measuring equity and satisfaction among scholar and families.
2.1	**Action:** Literacy and Numeracy Programs **Need:** Performance in ELA and Mathematics on the CAASPP **Scope:** LEA-wide Schoolwide	Intervention programs were designed by need based on performance, while many within the subgroups were selected based on their performance, other scholars not in the subgroups that showed the need were placed in the courses as well. Basing the slection on performance allows us to design a system that improves all scholar who are struggling.	Fastbridge, CAASPP, ELPAC, and CAST scores along with course work
2.2	**Action:** Provide a high-quality, rigorous English Language Arts Program for all scholars. **Need:** Scholars identified as Multilingual Learner Program (EL) and within the subgroup	The Preuss School operates a detracked curriculum. All scholars are placed in the same course. Courses are taught at grade level standards and course expectations are clearly stated. Scholars that struggle are provided with enrichment courses that are offered along side the core subject work. Within the intervention	Fastbridge, CAASPP, ELPAC, and CAST scores along with course work

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	classified as Long Term English Learners (LTELs) are provided with a literacy enrichment class where they receive designated ELD time with an ELD curriculum. All foster and low-income scholars have the same detracked core curriculum as all other scholars. If the scholars struggle, they are provided with support, including placement in a tandem enrichment course. **Scope:** LEA-wide Schoolwide	classrooms time can be taken to back up and improve skills, while the scholar remains exposed to grade level standards.	
2.3	**Action:** The Preuss Social Science department will develop capable citizens who are empowered with the knowledge, skills, and attitudes to make informed and responsible decisions in a diverse and interdependent world. **Need:** Scholars identified as Multilingual Learner Program (EL) and within the subgroup classified as Long Term English Learners (LTELs) are provided with a literacy enrichment class where they receive designated ELD time with an ELD curriculum. All foster and low-income scholars have the same detracked core curriculum as all other scholars. If the scholars struggle, they are provided with support, including placement in a tandem enrichment course. **Scope:**	The Preuss School operates a detracked curriculum. All scholars are placed in the same course. Courses are taught at grade level standards and course expectations are clearly stated. Scholars that struggle are provided with enrichment courses that are offered along side the core subject work. Within the intervention classrooms time can be taken to back up and improve skills, while the scholar remains exposed to grade level standards.	Fastbridge, CAASPP, ELPAC, and CAST scores along with course work

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide Schoolwide		
2.4	**Action:** Provide a high-quality, rigorous maths program for all scholars. **Need:** Scholars identified as Multilingual Learner Program (EL) and within the subgroup classified as Long Term English Learners (LTELs) are provided with a literacy enrichment class where they receive designated ELD time with an ELD curriculum. All foster and low-income scholars have the same detracked core curriculum as all other scholars. If the scholars struggle, they are provided with support, including placement in a tandem enrichment course. Scholars who are identified as in need of mathematics support are enrolled in a Math Enrichment course. **Scope:** LEA-wide Schoolwide	The Preuss School operates a detracked curriculum. All scholars are placed in the same course. Courses are taught at grade level standards and course expectations are clearly stated. Scholars that struggle are provided with enrichment courses that are offered along side the core subject work. Within the intervention classrooms time can be taken to back up and improve skills, while the scholar remains exposed to grade level standards.	Fastbridge, CAASPP, ELPAC, and CAST scores along with course work
2.5	**Action:** Provide a high-quality, rigorous science program for all scholars. **Need:** The Preuss School operates a detracked curriculum. All scholars are placed in the same course. Courses are taught at grade	The Preuss School operates a detracked curriculum. All scholars are placed in the same course. Courses are taught at grade level standards and course expectations are clearly stated. Scholars that struggle are provided with enrichment courses that are offered along side the core subject work. Within the intervention classrooms time can be taken to back up and	Fastbridge, CAASPP, ELPAC, and CAST scores along with course work

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	level standards and course expectations are clearly stated. Scholars that struggle are provided with enrichment courses that are offered along side the core subject work. Within the intervention classrooms time can be taken to back up and improve skills, while the scholar remains exposed to grade level standards. **Scope:** LEA-wide Schoolwide	improve skills, while the scholar remains exposed to grade level standards.	
2.6	**Action:** Counselors role in scholar academic achievement. **Need:** Ensure that all scholars are prepared and reach proficiency in academic achievement. **Scope:** LEA-wide Schoolwide	The Preuss School services low-income, first-generation scholars and threfore provides services for all scholars.	Counseling staff's role in supporting scholar academic achievement, AP course enrollment and performance, percentage of scholars achieving proficiency status in core subjects, and graduation and UC/CSU eligibility rates.
3.1	**Action:** Begin modernization projects throughout the campus. **Need:** All scholars are in need of school with space for programming and for classrooms with modern furniture and features.	Facility and classroom modernization will effect all scholars.	Complettion of modernization projects, or progress towards.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide Schoolwide		
3.3	**Action:** Increase the usage of scholar support systems **Need:** Scholars are in need of social emotional support, academic guidance, and carrer investigation **Scope:** LEA-wide Schoolwide	All scholars have access to academic counselors, a college and workforce coordinator, and two family support specialist.	Measuring the access scholars have towards a rigorous college prep curriculum, access and particpation in internship programs, and group nad individula meeting data from family support specialist.
3.4	**Action:** Continued development of restorative practices in response to high suspension data on the California Dashboard. **Need:** California Dashboard data reveals that suspension rates at The Preuss School UC San Diego remain disproportionately high, particularly for scholars from unduplicated groups, including English learners, low-income scholars, and scholars with disabilities. These students often face greater barriers to success, including heightened exposure to punitive disciplinary practices, lack of culturally responsive support systems, and fewer restorative opportunities to re-engage in their education following behavioral incidents. The return to in-person learning after the pandemic	The continued development of a comprehensive restorative practices program is specifically designed to mitigate the effects of exclusionary discipline on unduplicated pupils by fostering a proactive, supportive, and inclusive school culture. The restorative practices initiative addresses the unique challenges faced by these scholars in the following ways: Staff and Scholar Education: Unduplicated scholars benefit when educators are equipped with the tools to de-escalate conflict and build community. Training teachers, administrators, and scholars in restorative justice equips all parties to participate in mediation, reflection, and reparation, reducing disproportionate referrals and suspensions. Policy Reform:	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	also revealed increased socio-emotional needs among these populations. **Scope:** LEA-wide Schoolwide	By revising school policies to embed restorative practices in place of punitive approaches, the school ensures that disciplinary responses address root causes and promote reintegration rather than removal. This supports unduplicated scholars who may struggle with cultural mismatch, trauma-related behavior, or communication barriers. Dedicated Resources: Investing in staff (e.g., restorative justice coordinators or counselors) ensures that unduplicated scholars have consistent access to trained adults who can guide them through restorative processes rather than funnel them into suspension. Ongoing staff development ensures sustainability and equity of practice. Restorative Spaces: Peace rooms and mediation centers offer safe, structured environments for resolving conflict. These spaces provide emotional refuge and support for reconnection for unduplicated pupils who may experience higher stress levels or school disengagement. Community and Parent Involvement: Engaging families—especially those whose first language is not English or who have limited access to institutional knowledge—fosters stronger school-home partnerships. Offering training and visibility into restorative practices helps build shared accountability and cultural understanding. Scholar Leadership:	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Creating leadership pathways through peer mediation and advisory-based restorative councils empowers unduplicated scholars to become changemakers in their community, fostering agency and resilience. Assessment and Feedback Loops: Regular review of discipline data disaggregated by subgroup ensures equity in implementation and guides improvements. Gathering feedback from unduplicated scholars ensures their voices inform policy and practice adjustments. Collaboration and Networking: Connecting with other schools facing similar challenges allows for the sharing of effective strategies tailored to diverse scholar populations. Networking helps refine culturally responsive and inclusive approaches specific to unduplicated groups. Pilot Programs and Scale-Up: Piloting strategies in classrooms with high concentrations of unduplicated scholars allows for iterative improvement before broader implementation. Scholars need to focus on determining the most effective restorative strategies before scaling. Visibility and Communication: Transparently sharing the restorative program's goals, practices, and successes ensures that parents of unduplicated scholars feel informed, welcomed, and engaged in their child’s school life.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Multilingual and accessible communications foster greater equity in understanding and participation. Why This Action is Provided on a Schoolwide Basis: While unduplicated scholars are the primary beneficiaries, restorative practices positively impact the entire school culture. By training all staff, revising schoolwide policies, and fostering inclusive, supportive environments, the initiative ensures consistent expectations and access for all scholars. This reduces stigma, strengthens the community, and increases the efficacy of interventions. Providing these actions on a schoolwide basis allows The Preuss School to embed restorative justice as a foundational element of its educational philosophy, benefiting unduplicated scholars most, while raising the overall standard of school climate and discipline equity.	
3.5	**Action:** Counselors role in a scholar centered approach to college and career readiness **Need:** At times Multilingual learners, foster youth, and low income scholars need supports that are customized to their specific needs. **Scope:**	The Preuss School's scholar centered programing supports all low-income, first-generation scholars and since these groups make up of 90% of the scholars at the school, all scholars benifit from this focus.	College acceptance rates, FAFSA/CADAA application completion, and participation in college readiness workshops and internships.
4.1	**Action:** School-wide use of the tiers of instruction / intervention in the MTSS framework 2024-25	The MTSS framework enables staff to use universal screeners (e.g., Fastbridge) and classroom performance data to identify	Fastbridge Assessment Scores (ELA and Math) – Tracked three times per

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Unduplicated pupils experienced significant learning loss due to the pandemic, particularly in literacy and numeracy. English Learners and scholars with disabilities showed lower performance on CAASPP and Fastbridge assessments, indicating a need for intensified academic support. **Scope:** LEA-wide Schoolwide	unduplicated pupils who are at risk academically, behaviorally, or emotionally. This ensures that scholars who may have previously gone unnoticed—such as English Learners or low-income scholars—are now systematically recognized and supported. By embedding interventions within the school day and aligning supports with instructional practices, MTSS removes logistical and stigma-related barriers that might prevent unduplicated pupils from accessing services. Supports are integrated rather than isolated, promoting equity in opportunity and outcome. The Preuss School UC San Diego serves a majority population of scholars who qualify as low-income, English Learners, or foster youth. Implementing MTSS schoolwide ensures broad access to support while maintaining flexibility to intensify services based on individual need.	year to measure growth in foundational literacy and numeracy skills, especially for English Learners and low-income scholars. Course Performance Data (D/F Rates) – Used to identify scholars needing Tier 2 or Tier 3 support and monitor progress post-intervention. SST (Student Study Team) Referrals – Number and outcomes of referrals to SST as an indicator of response to more intensive needs. Discipline Data (Behavior Code Violations) – Frequency and type of infractions tracked over time to determine effectiveness of interventions in reducing disruptive behaviors. Attendance and Chronic Absenteeism Rates – Trends in daily attendance and reductions in chronic absenteeism as indicators of improved engagement and support.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			Aperture SEL (DESSA) Results – Strength-based SEL assessment results to gauge improvements in social-emotional competencies (e.g., self-management, relationship skills). Parent Participation Data – Attendance at MTSS-related meetings and workshops (e.g., SST meetings), particularly among families of unduplicated pupils.
4.2	**Action:** Counselors role in the socio-emotional development of scholars. **Need:** Scholars within the targeted subgroups have shown to thrive when their socio-emotional needs have been supported when participting in a rigorous academic environment. **Scope:**	The Preuss School services low-income, first-generation scholars and threfore provides services for all scholars when addressing the targeted subgroups.	Measured by imporvements in schoalr self-reported socio-emotional wellness survey scores, reductions in chronic absenteeism and deciplinary incidents, and increaesed participation in SEL workshops and mental health counseling.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

N/A

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	0	36:823
Staff-to-student ratio of certificated staff providing direct services to students	0	66:823

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$11,315,973	$1,951,042	17.241%	0.000%	17.241%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$4,835,290.88	$3,937.50	$0.00	$330,001.00	$5,169,229.38	$4,667,549.90	$501,679.48

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Expand the use of Aperture with all middle school being the targeted grades.	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$3,937.50		$3,937.50			$3,937.50	
1	1.2	Create a Positive Behavior Interventions and Supports Program	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$4,000.00	$4,000.00				$4,000.00	
1	1.3	Improve communication, externally and internally.	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$49,328.61	$49,328.61				$49,328.61	
1	1.4	Counseling staff"s role in promoting equity and access	All	No Yes	LEA-wide School wide		All Schools		$82,500.25	$0.00				$82,500.25	$82,500.25	
2	2.1	Literacy and Numeracy Programs	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$338,054.39	$0.00	$338,054.39				$338,054.39	
2	2.2	Provide a high-quality, rigorous English Language Arts Program for all scholars.	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$1,164,597.49	$0.00	$1,164,597.49				$1,164,597.49	
2	2.3	The Preuss Social Science department will develop capable citizens who are empowered with the knowledge, skills, and attitudes to make informed and responsible decisions in a diverse and interdependent world.	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$910,204.68	$0.00	$910,204.68				$910,204.68	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.4	Provide a high-quality, rigorous maths program for all scholars.		Yes	LEA-wide School wide		All Schools	2024-2027	$944,165.12	$0.00	$944,165.12				$944,165.12	
2	2.5	Provide a high-quality, rigorous science program for all scholars.		Yes	LEA-wide School wide		All Schools	2024-2027	$980,527.22	$0.00	$980,527.22				$980,527.22	
2	2.6	Counselors role in scholar academic achievement.	All	No Yes	LEA-wide School wide		All Schools		$82,500.25	$0.00				$82,500.25	$82,500.25	
3	3.1	Begin modernization projects throughout the campus.	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$400,000.00	$400,000.00				$400,000.00	
3	3.2	Provide transportation to the campus because of the importance of being on the UC San Diego Campus.	All	No			All Schools Specific Schools: The Preuss School UC San Diego will no longer pursue busing to and from school. 6-12	2024-2025	$0.00	$22,836.00	$22,836.00				$22,836.00	
3	3.3	Increase the usage of scholar support systems	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income		2024-2027	$0.00	$597.40	$597.40				$597.40	
3	3.4	Continued development of restorative practices in response to high suspension data on the California Dashboard.	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income			$0.00	$20,579.97	$20,579.97				$20,579.97	
3	3.5	Counselors role in a scholar centered approach to college and career readiness	All	No			All Schools		$82,500.25	$0.00				$82,500.25	$82,500.25	
4	4.1	School-wide use of the tiers of instruction / intervention in the MTSS framework 2024-25	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income		2024-2027	$0.00	$400.00	$400.00				$400.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	**4.2**	Counselors role in the socio-emotional development of scholars.	All	No			All Schools		$82,500.25	$0.00				$82,500.25	$82,500.25	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$11,315,973	$1,951,042	17.241%	0.000%	17.241%	$4,812,454.88	0.000%	42.528 %	**Total:**	$4,812,454.88
								LEA-wide Total:	$4,812,454.88
								Limited Total:	$0.00
								Schoolwide Total:	$4,812,454.88

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Expand the use of Aperture with all middle school being the targeted grades.	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		
1	**1.2**	Create a Positive Behavior Interventions and Supports Program	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$4,000.00	
1	**1.3**	Improve communication, externally and internally.	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$49,328.61	
1	**1.4**	Counseling staff"s role in promoting equity and access	Yes	LEA-wide Schoolwide		All Schools		
2	**2.1**	Literacy and Numeracy Programs	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$338,054.39	
2	**2.2**	Provide a high-quality, rigorous English Language Arts Program for all scholars.	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$1,164,597.49	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.3	The Preuss Social Science department will develop capable citizens who are empowered with the knowledge, skills, and attitudes to make informed and responsible decisions in a diverse and interdependent world.	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$910,204.68	
2	2.4	Provide a high-quality, rigorous maths program for all scholars.	Yes	LEA-wide Schoolwide		All Schools	$944,165.12	
2	2.5	Provide a high-quality, rigorous science program for all scholars.	Yes	LEA-wide Schoolwide		All Schools	$980,527.22	
2	2.6	Counselors role in scholar academic achievement.	Yes	LEA-wide Schoolwide		All Schools		
3	3.1	Begin modernization projects throughout the campus.	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$400,000.00	
3	3.3	Increase the usage of scholar support systems	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		$597.40	
3	3.4	Continued development of restorative practices in response to high suspension data on the California Dashboard.	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		$20,579.97	
3	3.5	Counselors role in a scholar centered approach to college and career readiness				All Schools		
4	4.1	School-wide use of the tiers of instruction / intervention in the MTSS framework 2024-25	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		$400.00	
4	4.2	Counselors role in the socio-emotional development of scholars.				All Schools		

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$4,767,662.00	$4,418,736.30

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Expand the use of Aperture Software	Yes	$225	$3,937.5
1	**1.2**	Create a Positive Behavior Interventions and Supports Program	Yes	$3,825	$4,000
1	**1.3**	Communication	Yes	$45,933	$45,933.98
2	**2.1**	Literacy and Numeracy Programs	Yes	$27,8812	$333,127.55
2	**2.2**	Provide a high-quality, rigorous English Language Arts program for all students	Yes	$1,059,350	$984,887.40
2	**2.3**	The Preuss Social Science department will develop capable citizens who are empowered with the knowledge, skills, and attitudes to make informed and responsible decisions in a diverse and interdependent world.	Yes	$760,853	$701,449.27
2	**2.4**	Provide a high-quality rigorous Math program for all students	Yes	$899,051	$826,287.01
2	**2.5**	Provide a high-quality rigorous Science program for all students	Yes	$629,363	$775,852.86
3	**3.1**	Begin modernization projects throughout the campus	Yes	$1,061,078	$690,466.33

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	Provide transportation to the campus because of the importance of being on the UC San Diego Campus.	No	$14,172	$31,858.85
3	3.3	Increase the usage of scholar support systems	Yes	$5,000	$580
3	3.4	Continued development of restorative practices	Yes	$5,000	$19,980.55
4	4.1	School-wide use of the tiers of instruction/intervention in the MMTSS framework 2024-25	Yes	$5,000	$375

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$2,002,943	$3,752,320.00	$4,386,877.45	($634,557.45)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Expand the use of Aperture Software	Yes	$225	$3937.5		
1	1.2	Create a Positive Behavior Interventions and Supports Program	Yes	$3,825	$4,000		
1	1.3	Communication	Yes	$44,763	$45,933.98		
2	2.1	Literacy and Numeracy Programs	Yes	$278,812	$333,127.55		
2	2.2	Provide a high-quality, rigorous English Language Arts program for all students	Yes	$1,059,350	$984,887.40		
2	2.3	The Preuss Social Science department will develop capable citizens who are empowered with the knowledge, skills, and attitudes to make informed and responsible decisions in a diverse and interdependent world.	Yes	$760,853	$701,449.27		
2	2.4	Provide a high-quality rigorous Math program for all students	Yes	$899,051	$826,287.01		
2	2.5	Provide a high-quality rigorous Science program for all students	Yes	$629,363	$775,852.86		
3	3.1	Begin modernization projects throughout the campus	Yes	$61,078	$690,466.33		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.3	Increase the usage of scholar support systems	Yes	$5,000	$580		
3	3.4	Continued development of restorative practices	Yes	$5,000	$19,980.55		
4	4.1	School-wide use of the tiers of instruction/intervention in the MMTSS framework 2024-25	Yes	$5,000	$375		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$9,427,613	$2,002,943	0	21.245%	$4,386,877.45	0.000%	46.532%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement
An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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